DOCUMENT RESUME

ED 075 415 SP 006 389

TITLE	Case Study. Operation: Cooperation Ashland College -- Ashland City Schools.
INSTITUTION	Ashland Coll., Ohio.
PUB DATE	72
NOTE	5p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Corrective Reading; *Inservice Teacher Education; Reading Ability; *Reading Improvement; *Reading Instruction; Reading Interests; *Reading Programs; *Reading Tests
IDENTIFIERS	*Distinguished Achievement Award Entry

ABSTRACT

This three-phased program was aimed at strengthening reading instruction in teacher education courses. Included were a) a teaching laboratory coordinated with in-service instruction by teachers of college methods courses, b) a year-long reading workshop to prepare area teachers in specialized reading instruction, and c) a reading improvement center for children with corrective reading problems. The California Reading Test was administered, indicating reading improvement for pupils involved in the teaching laboratory. The program developed a relaxed reading atmosphere for pupils, increased cooperation with area schools, and a cooperative in-service training program for reading instructors. (JB)

ED 075415

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

CASE STUDY

OPERATION: COOPERATION

ASHLAND COLLEGE -- ASHLAND CITY SCHOOLS

A. OBJECTIVE:

To strengthen reading instruction in teacher education courses and area public schools by developing a triple-phased program to provide laboratory experiences for college students, a year-long workshop for elementary teachers, and small group and individual reading instruction for children.

B. PROGRAM DEVELOPMENT:

I. ASHLAND ELEMENTARY SUMMER SCHOOL

Ashland College contracted from the Ashland Board of Education to design and administer the reading program for the elementary summer school during the summer of 1972.

Personnel for this program included the coordinator, reading consultant and master teacher from the Ashland College staff, four Ashland City teachers and five student teachers as well as students enrolled in methods courses. Instructors in the methods courses were responsible for supervision of college students participating in laboratory experiences in Children's Literature, Psychology of Reading, Teaching of Reading, Teaching of Social Studies, Physical Education and Movement Education and Body Rhythm. Diagnostic teaching was emphasized throughout the program.

To aid classroom teachers and student teachers who were responsible for the ongoing development of the reading skills, pre-session in-service meetings were conducted by members of the Division of Education. A wide variety of materials including both hardware and software were utilized in the instructional process.

SP 006 389

FILMED FROM BEST AVAILABLE COPY

The college instructors were enthusiastic about the opportunity for first-hand observation of students in a teaching situation allowing for meaningful evaluation and guidance of the future classroom teachers.

Classroom teachers commented favorably about the inclusiveness of the program and indicated that the balance of activities aided the child's attention span during the classroom reading sessions.

For an objective evaluation, the California Reading Test was administered as a pre and post test with the following results.

Grade Level	Marked Improvement (2.3 mo.- 3.1 mo. gain)	Improvement (1.65 mo. - 2.1 mo.)	Some Improvement (.9 mo. - 1.5 mo.)	Little or No Improvement (.7 mo. or less)
Second	61%	6%	27%	28%
Third	47%	20%	20%	13%
Fourth	33%	22%	0%	44%
Fifth	86%	0%	0%	14%
Sixth	63%	25%	0%	13%

Results of the summer's diagnosis and corrective reading activities were shared with the child's teacher in the home school. Reports were also summarized for the child's parents.

II. IN-SERVICE READING WORKSHOP

A year-long reading workshop at Ashland College was established for fifteen Ashland teachers who were interested in preparing for the addition of reading specialization to their standard teaching certificates. Reading instructors from Ashland College provide the instruction and supervision of the activities in this program. Areas included are diagnosis and remediation techniques and materials and the consideration of teaching reading in the content areas. Each participant must develop a project for his own classroom showing application of some aspect of the workshop. The college instructors will make classroom visits to see these projects in action.

Budgeting for the workshop was provided by the teachers paying one-third of the tuition, the college contributing one-third and the Ashland Board of Education providing the remaining one-third.

III. ASHLAND COLLEGE READING IMPROVEMENT CENTER

Services of the Reading Improvement Center were inaugurated during the summer of 1972 in which children receive one-to-one tutoring on the college campus.

The budget for this program is provided by the tuition paid by the children in the program. A diagnosis based on a battery of tests is completed prior to corrective reading activities. Among instruments included in the diagnosis are the Gates-McKillop Reading Diagnostic Test, Informal Reading Inventory, Dolch Basic Sight Words, Slosson Intelligence Test, Incomplete Sentence Projective Test, Keystone Telebinocular, and the Audiometer as well as additional tests needed for a particular case.

The tutors during the summer session of 1972 included the participants in the reading workshop. During the school year, students enrolled in the advanced reading methods courses will do their laboratory experiences in the Reading Improvement Center.

C. CONTRIBUTION TO TEACHER EDUCATION

This triple-phased attack on reading improvement has served to strengthen teacher education at Ashland College and in the Ashland school district itself. This has been done by providing meaningful laboratory programs closely supervised by college personnel, by improving communication and cooperation with area schools and by providing a cooperative way of doing in-service work in reading for those who will be working with student teachers in the schools.

An attempt to broaden the experiences included for the children in the program and to provide laboratory experiences for students enrolled in methods courses, resulted in a variety of interesting activities. Students in Children's Literature provided literature sharing experiences as well as creative types of follow-up activities. They also planned a field trip to the library to provide library cards for children who had not had them formerly. The Psychology of Reading students diagnosed reading problems for all the children in the program and did an in-depth study for a specific child. Among instruments included in the diagnosis were: Wepman Auditory Discrimination Test, Roswell-Chall Auditory Blending Test, California Mental Maturity Test, Slosson Intelligence Test, Informal Reading Test, California Test of Personality, Dolch Basic Sight Words, and Fry Brief Phonics Survey. Individualized reading and the language experience approach were two methods utilized and evaluated by the Teaching of Reading students. Students in the Teaching of Social Studies developed units with the various classes. Movement Education and Teaching of Physical Education students provided meaningful activities to give a balance to the program and to provide activities related to perceptual development.

What was the result of all this activity? Teachers and students noted that children approached the daily learning sessions with increasing enthusiasm, interest, and an improved attitude. They appeared to become increasingly more relaxed in meeting the variety of adults in their daily learning environment. Along with this, reading became a less dreaded activity and more of a natural part of their everyday lives.

College students involved in the teaching of the various activities gained much more skill in observation and interpretation of behavior of children and in the development of teaching behaviors by the actual classroom participation.

2

SUMMARY STATEMENT

OPERATION: COOPERATION

ASHLAND COLLEGE -- ASHLAND CITY SCHOOLS

Ashland College and Ashland City Board of Education have cooperated in developing a triple-phased program aimed at strengthening reading instruction in the local area.

A. During the summer of 1972, Ashland College contracted to design and administer the reading program for the elementary summer school. Laboratory experiences for the college methods courses were coordinated with this program. College instructors also provided in-service instruction for the teachers.

B. A year-long reading workshop was developed to prepare fifteen area teachers with a specialization in reading. During the summer of 1972, the teachers tutored on a one-to-one basis in the Ashland College Reading Improvement Center and were supervised by a member of the college staff. Diagnosis of reading problems, teaching of reading in the content areas and a planned instructional program in the elementary classroom are to be included in the year's activities.

C. A Reading Improvement Center was established on the campus to provide supervised laboratory experiences for students enrolled in advanced reading courses and to aid area children with corrective reading problems. The eligibility of children accepted for corrective reading activities is determined by administration of a battery of diagnostic instruments.

This triple-phased program has strengthened teacher education by providing meaningful laboratory programs closely supervised by college personnel, by improving communication and cooperation with area schools and by providing a cooperative way of doing in-service work in reading for those who will be working with student teachers in the schools.